

THE EFFECTS OF COVER, COPY, AND COMPARE WITH FREE TIME IN MATH FOR ELEMENTARY STUDENTS WITH SEVERE BEHAVIOR DISORDERS*

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ABSTRACT

The purpose of this study was to evaluate the effectiveness of cover, copy, compare (CCC) for math with three students with severe behavior disorders. The participants were a 12-year-old and two 10-year-old boys. The first participant was in the sixth grade while participants 2 and 3 were attending the fourth grade. Participant 1 did not have a specific diagnosis; but all previous assessments indicated he was learning disabilities in the areas of reading and mathematics with a behavioral component. Participants 2 and 3 were both diagnosed with severe behavior disorders not otherwise specified. Students earned five minutes of free time for each session they participated. A multiple baseline design across participants was implemented to evaluate the effectiveness of CCC. Corrects and errors were recorded for three mathematical concepts that included writing the fraction of a shaded area, as well as adding and subtracting fractions with the same denominator. Each participant increased correct responses and decreases in errors during CCC. The educational staff was pleased at the progress each of the participants was able to make while practicing the skills independently. The intervention was practical and easy to implement in a self-contained special education classroom setting.

Keywords: behavior disorders, elementary school students, single case research, math performance, cover, copy, and compare

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